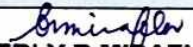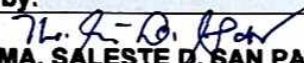**Statement on Student Wellness:**

The outcomes, topics and requirements have been determined considering the many possible circumstances the students are in given the global health crisis that is why several modes are provided in achieving them. The students' well-being is a top priority in the implementation of the course and this will constantly be balanced with the emphasis on achievement.

Advising and Support:

Students who are in need of assistance or support in this course are encouraged to communicate with their teacher. Regular consultations and varied modes of communication will be offered.

Prepared by:	Reviewed by:	Approved:
BEVERLY R.MIRAFLOR, MAED	MA. SALESTE D. SAN PABLO, MAED	MARY JOY B. CATANGUI EdD.
Assistant Professor 3	Department Head, TEdD	Dean
Date 8/10/2022	08-10-2022	8/30/22

Ethical Policies:
Proper decorum, whether in online or offline modes, is expected from students. For more information on netiquette, please visit https://www.educatorstechnology.com/2014/06/15-essential-netiquette-guidelines-to.html.

Academic Integrity Policy:
Honesty is a highly valued principle in the teaching and learning process. Cheating, plagiarism or any other form of academic dishonesty shall will strictly and promptly dealt with based on the BU student handbook. For more information on how to build academic integrity and avoid dishonesty, please visit https://guides.auraria.edu/copyright/plagiarism.

Policies on Absences and Tardiness:
Student's attendance will be checked based on scheduled participation. Students who confirmed engagement via synchronous, asynchronous or in special arrangements, limited face to face modality are expected to participate based on agreed schedules. An absence will be marked if the student fails to follow given schedules of participation.

Language of Instruction:
Students are expected to use English as the formal medium of communication during interactions. Filipino and/or the regional language, Bicol, may be allowed by the teacher depending on the need.

Use of the Learning Management System:
The LMS and other platforms will be used.

Use of Mobile Phones and Gadgets:
Gadgets like mobile phones, tablets, laptops and others are necessary to facilitate distance and flexible learning, so they shall be maximized provided they are utilized for the purposes of teaching and learning.

Special/Make-Up Quiz/Examinations/Work:
Concerns regarding examinations and other requirements should be discussed with the teacher as soon as they arise so that possible adjustments can be made, but these adjustments will be subject to the careful and principled consideration of the teacher.

Dress and Grooming Codes:
Students participating in synchronous classes are expected to wear decent attire and apply proper grooming so that their appearance is appropriate and non-distracting online.

Accommodations:
Concerns regarding any aspect of the course must be communicated directly to the teacher for possible consideration.

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Course Policies:

These policies aim to guide the students in achieving the learning outcomes in this course and in becoming more responsible and accountable for their learning. These can be adjusted depending on the health and pertinent educational protocols as well as individual contexts of students.

		In-person face-to-face	Test paper			
Final Examination						3 Hours
Total Number of Hours						54 Hours

Course Requirements:

Type of Requirements	Specific Requirements	Modality of Submission	Due Date
Major Examinations	Midterm Examination	In-person face-to-face	October 2022
	Final Examination	In- person face-to-face	December 2022
Outputs	Worksheets	https://bulms.bicol-u.edu.ph/course/view.php?id=499 / FB Messenger	
Class Participation	Responses during synchronous and asynchronous discussions	https://bulms.bicol-u.edu.ph/course/view.php?id=499 / FB Messenger	
Portfolio	Instructional Resources (Traditional and/or ICT-based Materials and Semi-Detailed Lesson Plans)	https://bulms.bicol-u.edu.ph/course/view.php?id=499 / FB Messenger	

Course Assessment:
BU Grading System (To include performance standards)

Course Requirements:
Class Participation
Worksheet Outputs
Major Examinations
Portfolio

System of Computing Grades:

Worksheet Outputs   20%
Class Participation   20%
Portfolio   30%
Midterm and Final Examinations   30%
                           100%
Final Rating= 30% Midterm Grade + 70% Tentative Final Grade

• show skills in the selection, development and use of age-appropriate instructional resources that will develop literacy, and higher-order and creative thinking skills.
• demonstrate skills in the positive use of ICT
• design activities appropriate for the development of literacy skills
• demonstrate teaching strategies that promote the development of 21st century literacy skills in a particular subject area.
• apply teaching strategies that promote learners' creative thinking
	IV. 21st Century literacy skills and teaching resources
	A. Basic strategies for developing literacy
	  1. making connections
	  2. visualizing
	  3. inferring
	  4. questioning
	  5. determining importance
	  6. synthesizing
	
	B. 21st Century Skill Categories
	  1. Learning Skills
	    a. Critical thinking
	    b. Creativity
	    c. Collaboration
	    d. Communication
	  2. Literacy Skills
	    a. Information literacy
	    b. Media literacy
	    c. Technology literacy
	  3. Life Skills
	    a. Flexibility
	    b. Leadership
	    c. Social skills
	C. Teaching Resources
	  1. Student-led learning (Cooperative learning)
	  2. Inquiry-based classroom environment
	  3. Collaborative activities
	  4. HOTS activities
	  5. Creative learning
		Direct Instruction-Structured Overview
		
		Interactive Instruction-Cooperative Learning
		
		Independent Study-Projects
			(online uploaded via LMS or offline downloadable e-copy)
			
			Videoconferencing platform, messenger, or text messaging for synchronous and asynchronous discussions depending on what is accessible to students
			
			Samples of Teaching Resources Integrating 21st century skills and literacies
				Design age-appropriate instructional resources (conventional and/or ICT-based) that will develop literacy, and higher-order and creative thinking skills
				
				Create lesson plans that feature methods and strategies that promote and develop 21st century skills
					Portfolio (traditional or e-portfolio) with at least 3 samples of instructional resources and 3 semi-detailed lesson plans	24 Hours

	education
	G. Arts and Creativity Literacy
	  1. Visual literacy
	  2. Eye/hand/brain coordination
	  3. Verbal creativity
	  4. Visual creativity
	  5. Aesthetics
					screenshot of one's digital footprint; personal tips in engaging the cyber world
					• *eco-literacy- simple but feasible and sustainable personal proposal to solve and mitigate ecological problems*
					• *arts and creativity literacy- research on a short class activity or instructional material based on the student's specialization which integrates/ follows principles of arts and creativity literacy*
					
					Creation of a personal checklist of indicators of 21st century literacies

				Demonstrate indicators of each of the 21st century literacies.	Outputs on Formative Tasks: • globalization and multi-cultural literacy- research on a short class activity based on the student's specialization which integrates multiculturalis m • social literacy- using polite language in varied situations; research on nuances in communicatio n across cultures • media literacy- personal tips in promoting positive use of media • financial literacy- weekly/monthl y financial plan (ipon challenge) • cyber/ digital literacy-	13 Hours

	III. 21st Century Literacies
	A. Globalization and Multicultural literacy
	The OECD GLOBAL Competence framework
	  1. Globalization
	  2. Multiculturalism
	  3. Intercultural communication
	B. Social Literacy
	Social literacy
	  1. Social cognition and social skills
	  2. Emotional intelligence
	  3. People skills
	C. Media Literacy
	  1. Advantages and disadvantages of Media and information
	D. Financial literacy
	  1. Budgeting, spending and investing
	  2. Tips on being financially stable
	E. Cyber/Digital Literacy
	  1. Cyber-citizenship in the digital age
	F. Eco-Literacy
	  1. Eco-literacy and sustainable development
	  2. Environmental					

• demonstrate content knowledge on the different traditional and 21st century literacies and skills and its application within an/or across curriculum teaching areas	II. Introduction of Key Concepts
	A. Definitions of traditional literacies
	  1. Traditional literacy
	  2. Functional literacy
	  3. Early literacy/emergent literacy
	  4. Basic literacy and skills
		Independent Study Power point	(online via LMS or offline downloadable e-copy)	Determine and define the different traditional and 21st century literacies.	Participation and Responses to Formative Tasks in the Worksheets; Reflection on the importance of being literate in the 21st century

	B. Definitions of the 21st Century literacies
	
	The 21st century literacies and skills
	  1. globalization and multi-cultural literacy
	  2. social literacy
	  3. media literacy
	  4. financial literacy
	  5. cyber/ digital literacy
	  6. eco-literacy
	  7. arts and creativity literacy
		Interactive Learning (Asynchronous Discussion-Response to questions posed by teacher through varied modes)	Power point		

	C. Features of 21st century teaching and learning
	D. Critical Attributes of the 21st Century Education
	  1. Integrated and interdisciplinary
	  2. Technologies and multimedia
	  3. Global classrooms
	  4. Creating/ adapting to constant personal and social change, and lifelong learning
	  5. Student-centered
		Asynchronous/ Synchronous Mode of Teaching	Power point	Describe the features of 21st century teaching and learning.
				
				Discuss the critical attributes of 21st century education	

Column 7 (header): 11.5 Hours

Course Description:

This course introduces the concepts of new literacies in the 21st century as evolving social phenomena and shared cultural practices across learning areas. The 21st century literacies shall include (a) globalization and multi-cultural literacy, (b) social literacy, (c) media literacy, (d) financial literacy, (e) cyber literacy /digital literacy, (f) eco-literacy and (g) arts and creativity literacy. Field based-interdisciplinary explorations (ex. observation in mathematics, Field Studies) and other teaching strategies shall be used to develop PSTs' teaching skills to promote learners' literacy, and critical and creative thinking skills. Pre-service teachers shall develop skills in using appropriate teaching strategies and resources, including the positive use of ICT, to address learning goals.

Course Learning Outcomes:

Course Learning Outcomes	P1	P2	P3	P4	P5	P6
[1] demonstrate content knowledge and its application within and/or across curriculum teaching areas	I			-	-	-
[2] demonstrate knowledge of teaching strategies that promote literacy skills		I				
[3] apply teaching strategies that develop learners' critical and creative thinking and /or other higher order thinking skills		I				
[4] show skills in the selection, development and use of variety of teaching and learning resources, including ICT, to address learning goals				I	.	
[5] demonstrate skills in the positive use of ICT			I			

Legend: I - Introduced concepts/principles; P - Practice with supervision; D - Demonstrated across different settings with minimal supervision

Course Outline:

Specific Learning Outcomes	Learning Content	Instructional Delivery	Instructional Resources	Performance Standard	Assessment Tasks/Outputs	Time Allotment
• relate the general objectives of the course to the realization of the Vision, Mission, Goal, and Objectives of the teacher education program • demonstrate knowledge of the course's content, its requirements and rating criteria	I. Introduction, Orientation, and BUPC VMGO. A. Review of the university's VMGO and GAD in relation to the course B. Course Orientation	Direct Instruction-Structured Overview Interactive Learning (Synchronous or Asynchronous Discussion- Students respond to questions posed by teacher through varied modes)	Handout (e-copy) FB messenger, SMS (mobile phone)	Explain the connection between the course outcomes and the VMGO Share expectations on the Course	Recitation/ Response to questions or prompts: • How is the course aligned to BU's VMGO?	1 Hour

		Course Code and Title:	Education 6- Building and Enhancing New Literacies across the Curriculum		
	BICOL UNIVERSITY **Legazpi City**	Term	1st Semester, 2022-2023	Class Schedule	BSED2-10:30-12:00; 1:00-2:30 Mon
		Revision Date	August 2022	Co-Requisite/s	None
		Credit	3	Pre-Requisite/s	None
		Course Placement	Second Year- BSED-English	Type of course	Lecture
College:	Polangui Campus	Faculty	Beverly R. Miraflor	Consultation Hours	8:00-9:00;10:30-12:00 Thursday
Department:	Teacher Education Department	Contact Details	beverly.miraflor@bicol-u.edu.ph	Dean/Director	Mary Joy B. Catangui EdD.
Program:	Bachelor of Secondary Education	Department Chair	Ma.Saleste San Pablo, MAEd		
Vision	A world-class university producing leaders and change agents for social transformation and development	Core Values	Scholarship, Leadership, Character, Service		
Mission	Give professional and technical training, and provide advanced and specialized instruction in literature, philosophy, the sciences, and arts besides providing for the promotion of scientific and technological researches (RA5521, Section 3.0)	Quality Policy	Bicol University commits to continually strive for excellence in instruction, research and extension by meeting the highest level of clientele satisfaction and adhering to quality standards and applicable statutory and regulatory requirements		

Institutional Learning Outcomes:

Every BU graduate should:
1. Demonstrate critical thinking and integrative skills to solve problems and to support lifelong learning;
2. Communicate effectively and appropriately orally and in writing for various purposes with the responsible use ICT tools;
3. Collaborate with diverse people ethically and with mastery of knowledge and skills in given disciplines; and
4. Create knowledge and innovation to promote inclusive development as well as globalization.

Program Learning Outcomes:

Graduates of the BSED English major Program are teachers who:
1. Possess broad knowledge of language and literature for effective learning;
2. Use English as a global language in a multilingual context as it applies to the teaching of language and literature;
3. Acquire extensive reading background in language, literature, and allied fields;
4. Demonstrate proficiency in oral and written communication;
5. Show competence in employing innovative language and literature teaching approaches, methodologies, and strategies;
6. Use technology in facilitating language learning and teaching;
7. Inspire students and colleagues to lead relevant and transformative changes to improve learning and teaching language and literature;
8. Display skills and abilities to be a reflective and research-oriented language and literature teacher.